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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Fifth periodical report
presented to the Secretary General of the Council of Europe
in accordance with Article 15 of the Charter**

CYPRUS



EUROPEAN CHARTER FOR REGIONAL OR
MINORITY LANGUAGES

FIFTH PERIODICAL REPORT
BY THE REPUBLIC OF CYPRUS

**OFFICE OF THE
LAW COMMISSIONER**

**Nicosia,
9 January 2017**

INTRODUCTION

The Fifth Periodical Report on the Application of the European Charter for Regional or Minority Languages (hereinafter the “present Report”) was prepared in accordance with the Revised Outline for Three-Yearly Periodical Reports [MIN-LANG (2009) 8]. It addresses the issues raised by the Committee of Experts and the recommendations made by the Committee of Ministers in the Fourth Evaluation Report on the Application of the Charter in Cyprus [MIN-LANG (2014) 7rev], based on the Fourth Periodical Report of Cyprus (hereinafter the “previous Report”), as well as the “Issues to be addressed by the Government of Cyprus when preparing its Fifth Periodical Report” [MIN-LANG (2014) 40].

The present Report has been prepared by the Law Commissioner of Cyprus who, pursuant to a Decision of the Council of Ministers, is entrusted with ensuring compliance by the Republic of Cyprus with its reporting obligations under international human rights instruments.

The present Report is based on information and data provided by the Ministry of Education and Culture (hereinafter “MOEC”), competent authority for the implementation of the Charter, the Ministry of Interior, competent authority for the protection of national minorities¹, the Ministry of Foreign Affairs and the Commissioner to the Presidency for Humanitarian Affairs and Overseas Cypriots. The Representatives of the Armenian and Maronite Religious Groups and their respective Offices were implicated in the process by the Law Commissioner from the beginning and all information that was given by them was taken into consideration. The final draft was also communicated to them. The Armenian Representative submitted final comments which were taken into consideration. No further comments were submitted by the

¹ For the Republic of Cyprus, the term “national minorities” within the meaning of the Framework Convention for the Protection of National Minorities is understood to designate only those national minority-groups which had a traditional presence on the island at the time of the establishment of the Republic of Cyprus in 1960 and hold the Cypriot citizenship; thus, “religious groups,” as defined in Art. 2 (3) of the Constitution, are treated as national minorities for the purposes of the Framework Convention for the Protection of National Minorities.

Maronite Representative. Furthermore, information was also obtained from representatives of the Committee of Experts for the Revival and Empowerment of the Cypriot Maronite Arabic Language. The present Report will, upon submission, be posted on the website of the Office of the Law Commissioner and the MOEC. It also will be forwarded to the Representatives of the Armenian, Maronite and Latin Religious Groups.

Due to the continued illegal occupation of 36.2% of the territory of the Republic of Cyprus by Turkey since 1974, the Government is not in a position to exercise effective control over all of its national territory and cannot ensure the application of the rights guaranteed by the European Charter in areas not under its control. Consequently, the Government of the Republic of Cyprus is unable to ensure full realization of its policies and to apply its laws, policies and programmes concerning the rights prescribed in the Charter, to those living in the occupied part of the country. It is relevant to recall that, according to Protocol No.10 on Cyprus Annexed to the 2003 “Act concerning the Conditions of Accession of the Republic of Cyprus and the adjustments to the Treaties on which the European Union is founded”, the application of the *acquis* is “suspended in those areas of the Republic of Cyprus in which the Government of the Republic of Cyprus does not exercise effective control”. Consequently, all information and data presented in the present Report concern the Government-controlled areas.

The numbers of the following headings/paragraphs relate to the documents mentioned in the first paragraph.

Part I

Please provide updated information, if any new data exists, about the number and geographic distribution of speakers of regional or minority languages and their general demographic situation.

Armenian

No new data exists since the 2011 population census presented in the previous Report.

Cypriot Maronite Arabic (hereinafter “CMA”)

No official statistical data concerning the number of speakers of CMA is available. According to Associate Professor of Linguistics at the University of Cyprus and Scientific Supervisor of the Project on the Creation of an Archive of Oral Tradition for Cypriot Maronite Arabic, Ms Marilena Karyolemou, there is no diagnostic tool for the assessment of language competence for CMA. Nevertheless, she estimates that around 1300 Maronites are speakers of CMA, that is 20% of the Maronite population living in Cyprus and abroad. Moreover, around 800 of them are native speakers of CMA, all of whom originate from the village of Kormakitis.

A different estimation has been given by the Office of the Representative of the Maronite Religious Group, suggesting that 2,000 Maronites are speakers of CMA, that is around 35% of the Maronite population.

Please provide information about any changes in the general policies, legislation or practice of your state in respect of regional or minority languages. Please also indicate any developments which are expected to occur during the next monitoring cycle, such as envisaged political or budgetary changes, policy plans or any other elements that may have a direct or indirect effect on the situation of the regional or minority languages in your State.

Since April 2013, the Republic of Cyprus has entered a three year period of budgetary cuts as a result of the economic crisis and the signing of a Memorandum of Understanding with the Troika. The economic adjustment programme has been successfully completed recently. Cyprus has now entered a new era of economic recovery and structural reforms, aiming however to reduce public expenditure and at the same time to improve the functioning of the public sector.

Despite the financial difficulties, the Republic of Cyprus has continued its efforts to promote equality and respect of human rights for every person living on the island. In particular, several measures have been taken that affect directly or indirectly the effort to protect the minority languages. For instance, an increased amount was allocated for the research on CMA in 2016, as well as for the annual summer camp in Kormakitis.

The MOEC has formulated an anti-discrimination policy to combat all forms of racism and promote a culture of understanding and respect between all people living in Cyprus. As a result, during the school year 2015-2016, a Code of Conduct against Racism has been introduced to all public schools as part of the activities for the goal under emphasis “Sensitizing pupils against racism and intolerance and promotion of equality and respect, in the context of the No Hate Speech Movement of the Council of Europe”. During the current school year 2016-2017 the same goal has been placed therefore schools are expected to continue implementing the Code of Conduct against Racism and organize activities for solidarity, multiculturalism and respect of diversity. The main aim of this policy is to create a culture of peaceful coexistence between all the communities of Cyprus.

The educational reform programme has reached a new phase with the implementation of new policies aiming to modernise the educational system in every aspect. In particular, interest for the national minorities is the inclusion of success indicators in the revised curricula used in primary and secondary schools, aiming to turn attention to the pupil and his/her own learning profile. Now the teaching process focuses more on core knowledge and the cultivation of skills, values and attitudes that characterize the modern democratic and critical citizen.

In the subject of History certain units of the curriculum focus on the presence and historical development of the three Religious Groups. Moreover, pupils are expected to evaluate and respect the contribution of the Religious Groups in the social, economic and cultural development of Cyprus. The curriculum contains proposed activities for the designing of projects by students and a list of monuments is included for the organization of planned visits by the teachers, thus promoting the better understanding of the history of the Religious Groups in Cyprus. Additionally, the curriculum specifically mentions that through the teaching of history students are expected to develop respect for religious and cultural differences and become critical of prevailing stereotypes. The method proposed is a multi-angled approach of the historical past through the critical study of primary and secondary sources.

As far as protection and promotion of minority languages is concerned, the MOEC has created a structured budget. In this context the MOEC continues to fund the project for the revitalization of CMA. The initial phases of the project were mainly dedicated to interviews with native speakers of CMA, orthographic and phonetic transcription of the language as well as production of teaching material. The results of phases 1-3 were presented in a Press Conference in January 2016. The fourth phase was completed at the end of 2016.

At the same time, the MOEC has financially supported many actions concerning CMA, including the following:

- Funding of the Annual Summer Language Camp at Kormakitis (In 2016, a total number of 97 young people, aged between 4 to 18 years old, attended the summer language immersion camp which lasted 6 days, compared to the camp in 2015 which was attended by 50 children),
- CMA lessons offered at the Adult Education Centre in Nicosia,
- Teaching of CMA at Ayios Maronas Primary School for pupils,
- Funding of the Maronite NGO Hki Fi Sanna,
- Organization of a training seminar for teachers of CMA led by Professor Alexander Borg of the Ben-Gurion University, Israel.

Additionally, the MOEC is financially supporting actions for the promotion of the Armenian language, including the following:

- Teaching of the Armenian language and history at all the Nareg Primary Schools (Nicosia, Limassol and Larnaca) and the Nareg Gymnasium (Nicosia),
- Teaching of the Armenian language at the University of Cyprus,
- Teaching of Armenian at the Adult Education Centres,
- Funding the operation of the NANOR Armenian Childcare Centre.

The Government of the Republic has demonstrated its commitment to enhance its cooperation with and support to the Religious Groups (Armenians, Maronites and Latins), recognised as such by the Constitution. As a response to a request by the Religious Groups' representatives, a Commissioner to the Presidency for Humanitarian Affairs and Overseas Cypriots was appointed to be responsible, inter alia, for issues related to the Religious Groups. The Commissioner is appointed by and is directly accountable to the President of the Republic. In that respect, he has developed a very close relationship with the Representatives of the Religious Groups in the Parliament, their respective Religious Leaders and organized groups. As a result, several meetings have taken place in his Office for the discussion of issues concerning the Religious Groups, including the preservation and promotion of their language, history and culture. Acting as a channel between the Presidency and the Religious Groups, the Presidential Commissioner has been in constant cooperation with Ministries and Public Services for the implementation of the European Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities.

The Presidential Commissioner has also shown a particular interest in the education of children belonging to the Religious Groups. In that respect, he regularly visits the public and private schools of the Religious Groups, manifesting the commitment and support of the Government for the preservation of their language, religion and identity. Additionally, the Office of the Presidential Commissioner organized three major events in the Presidential Palace for the promotion of the historical presence and the cultural wealth of each of the Religious Groups, with the presence of the President of the Republic in 2015.

Please, give a detailed account of the legal and /or practical measures that your State has taken to implement each one of the recommendations of the Committee of Ministers.

1. Provide teaching of Armenian at upper secondary level;

Due to the financial crisis and the budget cuts and limitations, the issue of the introduction of Armenian at upper secondary level has not been addressed so far. Thus,

the MOEC has not dealt with the issue of Nareg High School extending from lower secondary level (years 12-15) to upper secondary level. Nevertheless, it should be stated that the number of students at Nareg High School is very low as it is evident in the following table:

	2011-12	2012-13	2013-14	2014-15	2015-16
Year 1	2	2	2	1	15
Year 2	6	2	2	2	0
Year 3	3	5	2	3	1
Total	11	9	6	6	16

Despite the low numbers, the MOEC continues to finance its operation. Moreover, it should be stated that students can study Armenian at the Adult Education Centres or at the University of Cyprus.

2. Take immediate measures to strengthen and extend the teaching of Cyprus Maronite Arabic;

Since the previous Report the teaching of CMA has been enhanced. At this point CMA is taught in the following contexts:

- Optional afternoon lessons of CMA are provided at Ayios Maronas Primary School for pupils,
- Introduction of lessons of CMA at the Adult Education Centres of the MOEC. During the school years 2014-2015, 2015-2016 and 2016-2017 one group was formed in Nicosia,
- Intensive teaching of CMA is offered for young Maronites at the annual Summer Language Camp in Kormakitis.

Moreover, the ongoing research conducted for the creation of an archive of oral tradition for Cypriot Arabic will contribute towards the further strengthening of the teaching of CMA with the creation of suitable learning material. So far, 7 teaching units for absolute beginners [level A₁] have been designed and completed. Another 8 units were designed

and prepared for the next stage. They are mainly addressed to adult learners. The teaching material produced was piloted in the adult courses of CMA initiated in 2014 by the MOEC. Some of the teaching material was also used during the 2016 Summer Language Camp. Part of the teaching material was also presented to the speakers during training sessions.

During the preparation of the teaching material, it became clear that there is a need to support fluent native speakers by providing them with easy accessed language resources, such as, dictionaries, grammars, etc. To this end, relevant material was gathered and compiled –as Excel files–, such as all the verbs and all the nouns and adjectives found in previous works on CMA. Conjugation tables for 25 verbs were also prepared. This material will be further elaborated in view of its publication as an electronic on line dictionary.

3. Provide teacher training for Armenian and Cypriot Maronite Arabic.

Teacher training for CMA

Professor Alexander Borg offered a four day teacher training course at the Pedagogical Institute of Cyprus in June 2015. Teachers of primary and secondary schools, who are also native speakers of the language, attended the seminar.

Furthermore, training seminars for native speakers of CMA have been organized by the Committee of Experts for CMA, at the request of the NGO Hki Fi Sanna and other members of the Maronite community. In particular, three training seminars were delivered during April and May 2016, in order to present the final proposal for the alphabet of CMA, as well as part of the prepared teaching material. During these sessions native speakers were trained in writing their language and the basic orthographic conventions included in the handbook “How do they say it in our language?” were explained.

Teacher training for Armenian

Training for the teachers of the Armenian language can be offered on demand by the Pedagogical Institute. Furthermore, according to the Principal of the Nareg Schools, in

January 2017 an educator from Lebanon will provide training for teachers working in the Nareg Schools.

4. Strengthen the presence of Armenian and Maronite Arabic in broadcasting.

Radio Coverage

The Cyprus Broadcasting Corporation (CyBC) radio continues to broadcast a one-hour programme in Armenian on a daily-basis, which covers issues on literature, religion, health and other and includes news bulletins and a children's programme. At the same time, the CyBC radio broadcasts a one-hour programme for Cypriot Maronites on a weekly basis, entitled "The voice of the Maronites". This programme includes discussions about the history, use and revival of CMA and occasionally songs in the CMA language are broadcasted.

TV Coverage

The CyBC television broadcasts two private productions for the Armenians and the Maronites of Cyprus. The programme for the Armenians is entitled "PAREV" and it is an initiative of the Kalaydjian Foundation that used to be broadcasted once every month. The programme for the Maronites is an initiative of the Maronite Community entitled "Maronite Paths" and initially was broadcasted once every other month. Lately, the broadcasting of these programmes is not so frequent, due to financial difficulties faced by the producers.

Presentation of the regional or minority language situation

Cypriot Maronite Arabic

9. The Committee of Experts considers that the implementation of the Action Plan for Cypriot Maronite Arabic, in particular activities on recording the language, could be an appropriate framework for carrying out surveys about the number of speakers of Cypriot Maronite Arabic. It looks forward to receiving further information in this respect in the next periodical report.

Please refer to PART I, p.3.

Kurbetcha Romani

13. The Committee of Experts encourages the Cypriot authorities to examine the traditional presence and current use of Kurbetcha Romani in Cyprus thoroughly, if necessary with the help of experts or through a scientific study, and to return to this issue in the next periodical report.

As it was stated in the previous Report, during the 2011 census none of the respondents declared Kurbetcha to be their language. Since then, no new data are available concerning the use of Kurbetcha Romani in Cyprus.

Part II

Please indicate what measures your State has taken to apply Article 7 of the Charter to the regional or minority languages as defined in paragraph a of Article 1 of the Charter, focusing in particular on the following aspects:

- Please provide information, for each regional or minority language on new developments that have occurred since the last monitoring round concerning the provisions of Article 7;***
- Please give a detailed account of the legal and/or practical measures that your State has taken to implement the encouragements and box recommendations of the Committee of Experts given in the previous evaluation report(s)***

Article 7 – Objectives and principles

Paragraph 1

In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:

- c the need for resolute action to promote regional or minority languages in order to safeguard them;***

Armenian

26. The Committee of Experts encourages the Cypriot authorities to develop a structured approach with respect to the Armenian language in order to ensure its protection and promotion.

The MOEC through its structured budget specifically for the Religious Groups, has allocated amounts for the teaching of Armenian at the University of Cyprus and for the financial support of the “NANOR Armenian Childcare Centre”. Moreover, Armenian is taught at all Nareg Schools in Cyprus and it is one of the subjects taught at the Adult Educational Centres.

Cypriot Maronite Arabic

30. The Committee of Experts encourages the Cypriot authorities to fully implement [the Action Plan for the Revitalisation and Empowerment of Cypriot Maronite Arabic] in close consultation with the speakers

Please refer to Part I, pages 5 and 7-8.

d the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;

Armenian

36. The Committee of Experts encourages the Cypriot authorities to continue supporting the publishing of at least one Armenian printed publication and the broadcasting of television programmes in Armenian. It also encourages the authorities to recommend to the CyBC to include programmes for children in their broadcasting offer in Armenian. Such programmes should be broadcasted regularly, at fixed days and times.

Currently, the Ministry of Interior finances two publications in Armenian. The first is a tri-monthly newsletter called “Lradou”, issued by the Armenian Representative. As from May 2016 this publication has been stopped by the Office of the Armenian Representative. Information is now provided through their official website. The second

is a newspaper entitled “*Artsakank*” published every two months. Additionally, the Gibrahayer monthly online newsletter and the official trilingual website www.cyprusarmenians.com are being financed by the Ministry of Interior.

For television programmes in Armenian please refer to PART I, p. 9

Cypriot Maronite Arabic

39. The Committee of Experts encourages the Cypriot authorities to facilitate the broadcasting of radio and television programmes in Cypriot and Maronite Arabic.

Please refer to PART I, p. 9

e the maintenance and development of links, in the fields covered by the Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;

41. ... The Committee of Experts looks forward to receiving further information in the next periodical report on the way the authorities support co-operation between the Armenians and the Maronites.

The following have taken place regarding the cooperation between Armenians and Maronites:

- “Encounters in the paths of Art”: this was a programme developed by the MOEC with the participation of pupils from Nareg, Terra Santa, Stavros and Ayios Vasilios High Schools. In this programme, pupils studied and presented the life and work of significant and influential Maronite, Armenian, Latin and other Greek Cypriot figures.
- At the Parliamentary elections of May 2016, the Maronite and the Latin community, respectively, elected a new Representative at the Parliament. They, together with the Armenian Representative, (who has been re-elected), have a

close cooperation within the work of the Parliament. Moreover, they are all in close contact with the Presidential Commissioner and the Ministries.

f the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;

Armenian

47

The Committee of Experts strongly urges the Cypriot authorities to provide Armenian secondary education as well as basic and further teacher training for Armenian.

Please refer to PART I, pages 6-7 and 8-9.

Cypriot Maronite Arabic

52

The Committee of Experts again strongly urges the Cypriot authorities to strengthen the teaching of Cypriot Maronite Arabic at all levels and to arrange for the teaching of teachers and the production of teaching materials.

Please refer to PART I, pages 7-8.

g the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire;

Cypriot Maronite Arabic

57. The Committee of Experts urges the Cypriot authorities to provide facilities enabling non-speakers of Cypriot Maronite Arabic to learn the language.

CMA lessons are offered at the Adult Education Centres in Nicosia and at the primary school of Ayios Maronas. The MOEC is at the disposal of the Maronite community to discuss ways to strengthen the teaching and learning of the language.

h the promotion of study and research on regional or minority languages at universities or equivalent institutions;

Armenian

61. The Committee of Experts encourages the Cypriot authorities to provide for the study and research on Armenian at university level and to open a Chair of Armenian studies at the University of Cyprus.

As it was stated in the previous Report, due to the financial crisis and the budgetary cuts that followed the signing of the Memorandum of Understanding with the Troika, no further developments have occurred regarding this matter. The University of Cyprus has already approved the creation of a Chair of Armenian History and Culture since 2010, upon condition that the project will be fully funded by the Government of Armenia.

Cypriot Maronite Arabic

65. The Committee of Experts encourages the Cypriot authorities to look into possibilities for providing for the study and research on Cypriot Maronite Arabic at university level.

Currently, the fourth phase of the research on CMA is taking place. The priority is the conclusion of the interviews with native speakers of the language and the production of teaching material for use in the school, at the Adult Education Centres and the annual summer camp. The Committee of Experts for CMA will discuss how to proceed further to raise awareness on the language as well as the future actions.

Nevertheless, it should be emphasised that academics and researchers are already involved in the research on CMA. In particular, the Associate Professor of Linguistics at the University of Cyprus, Ms Marilena Karyolemou, is a member of the Committee of Experts and Scientific Supervisor of the Project on the Creation of an Archive of Oral Tradition for CMA; Professor Alexander Borg of the Ben-Gurion University, Israel, is also a member of the Committee of Experts and has contributed to the creation of the alphabet of CMA, as well as providing training for teachers, who are also native speakers of the language.

f the promotion of appropriate types of transnational exchanges, in this fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States;

Cypriot Maronite Arabic

70. The Committee of Experts considers that the Agreement between Cyprus and Lebanon provides a suitable framework for exchanges regarding the promotion of both the Armenian and Cypriot Maronite Arabic languages. It encourages the Cypriot authorities to further promote such exchanges, for example in fields such as education, culture or the media.

As far as the Armenian language is concerned, a trainer from Lebanon will conduct training sessions for teachers in January 2017.

As far as Cypriot Maronite Arabic is concerned, during the school year 2014-2015, Ayios Maronas Primary School has completed a process of fraternization with Collège Notre Dame des Soeurs Antonines – Hamzieh Jamhour, a school from Lebanon. In the context of exchanges between the two schools, a dictionary with common words in Arabic and Cypriot Maronite Arabic was created.

Paragraph 3

The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.

74. The Committee of Experts encourages the Cypriot authorities to continue their effort to raise awareness among the Cypriot society as a whole about the Armenian and Maronite minorities, their languages and their cultures. Measures could include, for example, a wide distribution of the two brochures about the minorities or an information campaign in the printed and broadcasting media.

The following measures and activities have taken place in order to raise awareness among the Cypriot society about the Armenian and Maronite Religious Groups:

- Three major events were organized in the Presidential Palace for the promotion of the historical presence and the cultural wealth of each of the Religious Groups in 2015. These events were widely covered by the Press, due to the presence of the President of the Republic.
- The European Parliament Office in Cyprus and the Representation of the European Commission in Cyprus, in cooperation with the Maronite Representative's Office and the MOEC organized the event "*Cypriot Maronite Arabic: Save a language, save a culture*". The event took place at the House of the European Union in Nicosia on 3 October 2014. At the event the results of the 1st phase on CMA Codification were presented. Additionally, Professor Alexander Borg of the Ben-Gurion University, Israel, gave a lecture entitled "*A new comparative glossary of CMA: some thoughts on language, history and culture*".
- A large part of the Action Plan for the revitalization of the language is dedicated to raising awareness in the society. A press conference was organized in January 2016 to promote the results of the research on the language and the material that has been collected and produced so far.
- "Encounters in the paths of Art": this was a programme developed by the MOEC with the participation of pupils from Nareg, Terra Santa, Stavros and Ayios Vasilios High Schools. In this programme, pupils studied and presented the life and work of significant and influential Maronite, Armenian, Latin and other Greek Cypriot figures.
- In the context of the European Day of Languages celebrations, on 26 September 2016, the European Commission Representation in Nicosia, the MOEC, the University of Cyprus (Language Centre) and the Cyprus Linguistics Society organized the event "*Languages for Life*". During this event a *Language Fair* took place, where visitors were able to attend language tasters – 15-minute language courses for adults and children – especially designed for the purposes of the event.

In this framework both the Armenian and CMA languages were presented to the public.

- Inclusion of units for the Religious Groups in the curricula of the subjects of History and Religious Education, aiming at raising awareness for the history, culture, language, religion and identity of the Religious Groups.
- The European University of Cyprus has organized a lecture by Associate Professor Ms Marilena Karyolemou in November 2016 entitled: "Cypriot Arabic: efforts for the revitalization of an Arabic regional variety".

Additionally, the Press and Information Office of the Ministry of Interior, in cooperation with the Representatives of the Religious Groups, has revised and re-printed the brochure concerning the history and culture of the Armenians and is in the process of revising the brochures for the Maronites and the Latins. It should also be mentioned that the brochures in their current form are available online on the website of the Press and Information Office, both in their English and Greek version.

Part III

For each regional or minority language chosen at the moment of ratification as follows from paragraph 2 of Article 2 of the Charter, please, indicate how the undertakings have been implemented (see Appendix), focusing in particular on the following aspects:

- ***Please, provide information on new developments that have occurred since the last monitoring round.***

With reference to the most recent evaluation report of the Committee of Experts concerning the implementation of the Charter in your State:

- ***For undertakings for which the Committee of Experts did not have sufficient information to properly evaluate the implementation, please provide detailed information;***

- ***For undertakings which the Committee of Experts considered were not fulfilled, please indicate what steps your State has taken, for each regional or minority language, to implement these undertakings;***
- ***For the encouragements and box recommendations of the Committee of Experts, please, give a detailed account of the legal/and or practical measures that your State has taken.***

The Government has taken on board the recommendations of the Committee of Experts and has worked with commitment to their implementation.

Chapter 2 - Conclusions of the Committee of Experts on how the Cypriot authorities have reacted to the recommendations of the Committee of Ministers

Recommendation 1

“adopt a structured policy for the protection and promotion of the Armenian and Cypriot Maronite Arabic languages”

23. Regarding Armenian the Cypriot authorities concentrate their efforts in the field of Armenian education. Nevertheless, a structured policy should be more comprehensive in order to ensure the protection and promotion of the language also in other domains of language use. As far as Cypriot Maronite Arabic is concerned, the Action Plan for the Revitalisation and Empowerment of this language has been formally adopted and its implementation started but it is only at its first phase.

Armenian

Regarding the protection and promotion of the Armenian language in the field of education, please refer to Part I p.5 and Part II p. 11.

Regarding Armenian language in broadcasting, please refer to Part I p. 9.

Regarding publications in Armenian, please refer to Part II pages 11-12.

Cypriot Maronite Arabic

Please refer to Part I pages 5 and 7-8.

Recommendation 2

“strengthen the teaching in and of Cypriot Maronite Arabic”

24. Cypriot Maronite Arabic continues to be taught only at the Saint Maronas pre-school and primary school, as an extra-curricular subject in afternoon courses. Professional teaching materials have not yet been developed. The Cypriot authorities continue to offer financial support to the Sanna Project, a non-governmental initiative which organizes language learning activities, and to a summer camp where language classes are offered. In accordance with the Action Plan for the Revitalisation and Empowerment of Cypriot Maronite Arabic, work to register and standardize the language is being carried out.

Please refer to Part I pages 7-8.

Recommendation 3

“provide teacher training for Armenian and Cypriot Maronite Arabic”

25. Basic teacher training is not available in any of the languages. Further teacher training possibilities for Armenian based on co-operation with Lebanon exist, but they are still too limited to ensure that a sufficient number of adequately trained teachers for the Armenian schools is available. There are still no teacher training possibilities for Cypriot Maronite Arabic.

Please refer to Part I pages 8-9 and Part II p. 15.